

# Hillsboro School District Legislative Priorities — 2015-2017

*Rev. 1/28/15*

Prior to the beginning of each full legislative session, the Hillsboro School District Board of Directors adopts a set of priorities to guide advocacy efforts and provide talking points for Board members, when interacting with elected officials. These priorities also provide important information to staff and community members about items of high importance to the District.

For the 2015-2017 biennium, the Board has identified the following priorities:

1. Provide stable and adequate funding for K-12 education.
  - a. Fund schools in a manner that reflects Oregon's goal of providing a high quality education for students; work toward investing at a level that makes a higher percentage of Oregon students competitive, both nationally and globally.
  - b. At a minimum, maintain K-12's portion of the state's general fund budget of 39.8%; preferably, begin reinvesting to restore K-12's 2005-2007 level of 42.7%.
  - c. While money should be added to the State School Fund (SSF) to support any new initiatives, the current SSF allocation should not be carved out and tied to specific expenditures, with the result that the funding "base" needed to support general school operations is reduced in order to provide something new or different.
    - i. Hillsboro School District (HSD) has created a budget projection for the biennium, assuming a State School Fund (SSF) allocation of \$7.385 billion. Funding at this level would allow the District to maintain its current service level (doing the same things in future years that are currently being done), offer full-day kindergarten beginning in 2015-16, and provide "step" salary advancement to eligible employees. Note that the District would still be relying on approximately \$1.2 million annually from voluntary Gain Share gifts from the City of Hillsboro and Washington County to hold a full school year. (Gain Share funding currently supports four school days, but would support three school days at the \$1.2 million level).
    - ii. The Governor's Budget recommendation calls for \$6.914 billion for K-12 education, of which \$6.69 billion is for "base" spending, and \$220 million is identified for full-day kindergarten. At this funding level, the District would experience a shortfall of \$4.8 million in 2015-16.
    - iii. Oregon School Boards Association is recommending an allocation of \$7.5 billion for K-12 education, of which \$7.3 billion is for base spending, and \$200 million is identified for full-day kindergarten. At this funding level, the District would receive an additional \$1.8 million above what is needed to maintain the current service level in 2015-16, which would allow the District to make additional reinvestments in its system.
  - d. Meeting the Governor's 40-40-20 goal will require targeted investments over and above what is needed for general school operations.
    - i. There are six recognized career pathways: Human Resources; Health Services; Business and Management; Industrial and Engineering Systems; Agriculture, Food, and Natural Resources; and Arts and Communications. Each year, Washington County schools graduate approximately 7,000 students. Over 10 years, this will result in a total of 70,000 graduates. It is estimated that, during the same time period, there will be approximately 35,000 jobs in the Industrial and Engineering Systems pathway alone. HSD currently does not offer enough experiences to enough students to prepare for this demand.

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- ii. HSD currently has 19 Career-Technology Education (CTE) teachers. The District would need at least 30-31 (approximately three more per high school) in order to begin providing the experiences students need to be prepared for post-secondary education and opportunities. Twelve CTE teachers would cost approximately \$990,000.
    - iii. Colleges also need supports to provide education programs that will prepare future CTE teachers. (There is currently a shortage.)
  - e. Do not use punitive budgeting practices; withholding funds from a district that fails to meet certain targets—when a primary reason those targets weren’t met is a lack of funding/resources—is counter-intuitive and counter-productive.
2. Maintain the current Gain Share structure.
- a. Because local jurisdictions are the ones creating Strategic Investment Program agreements with large employers, abating taxes, and absorbing other impacts from business expansions, those local jurisdictions should maintain their current distributions under the Gain Share program. Any subsequent gifts those local jurisdictions make to school districts should not be considered collections in lieu of property taxes or deducted from those school districts’ SSF allocations.
3. Streamline the inter-district transfer process.
- a. Current laws governing inter-district transfers (HB 3681: Open Enrollment and HB 2747: Inter-District Transfer) are contradictory and confusing. HSD urges a single system and timeline for processing inter-district transfer requests. This process should be as open, family-friendly, and non-discriminatory as possible, while still allowing districts to plan and process the requests in an efficient manner.
4. Clarify, streamline, and support state reporting requirements.
- a. Oregon Department of Education (ODE) currently requires school districts to complete 81 different reports annually. Preparing these reports requires thousands of hours of staff time each year. HSD urges the Legislature to:
    - i. Support ODE’s ability to fully audit their current reporting requirements and identify areas where:
      - 1. Business rules could be clarified to provide additional guidance to districts, generate more consistency in data submission across districts, and reduce the need for cross-audits/validation of data;
      - 2. Districts could submit raw data and have ODE apply the business rules centrally;
      - 3. Cross audits could be minimized/eliminated;
      - 4. There are reports that are merely “legacies,” and do not serve any current purpose (also – identify the purpose for each current report);
      - 5. There are similar reports that could be easily combined;  
Examples: Physical Education Facilities and Physical Education Minutes; CTE Student and CTE Course; possibly Kinder Assessments (there are currently three different submissions for each student)
      - 6. There are requests for data that districts cannot access;

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Example: Class Roster, which includes information on Average Daily Membership (ADM) and Staff Assignment. When students take some of their classes online or through PCC, HSD may not have access to information about their classes or instructors; this results in hundreds of audit errors, stating that the student was claimed on ADM but not Class Roster

7. And so on.

- ii. Avoid passing new legislation that requires additional reports, and consider whether the requested data can be gleaned from existing reports.
- iii. Include a realistic estimate of the impact any new reporting will have on districts, and identify additional supports that will be provided (e.g., additional staffing, funds to pay existing staff, and/or sufficient time to work with the student information system software provider to create appropriate reports within the system).

Examples of reporting requirements with no supports: Recent Arrivers (requires manual tracking of students); Restraint and Seclusion; Class Roster; IUID; etc.

- 5. Provide additional funding for any new requirements.
  - a. Any new requirements that will cost districts money and/or staff time to implement need to have new funding sources attached to them. For example:
    - i. New PE requirements for 2017-18 still do not have an identified funding source.
    - ii. The Integrated Pest Management requirement, which came with no additional funding, costs HSD approximately \$250,000/year.
    - iii. Full-day kindergarten could cost HSD up to \$3 million in capital purchases and infrastructure improvements.
    - iv. HB2693 calls for 1 nurse for every 750 students by 2020, but has no identified funding source.